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AUTHOR Burkhardt, Carolyn M.; And Others
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ABSTRACT

Information in this brief guide, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, is directed to the method specialist (a member of the CPSS steering committee) and provides procedures and a list of questions to aid in analyzing career development methods that may be appropriate for use in career development units (CDUs). (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) It is noted that the method specialist is expected to assist the committee's review and approval of all CDUs, to recommend improvements when appropriate, and to review the CDU evaluation results after they have been implemented. (TA)

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ANALYZING METHODS

A PROCEDURAL GUIDE

FOR THE METHOD SPECIALIST

CAREER PLANNING SUPPORT SYSTEM

by

Carolyn M. Burkhardt
Richard P. Coatney
and
Cheryl Meredith Lowry

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

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- Evaluating individual program needs and outcomes
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- Conducting leadership development and training programs

The Center team responsible for the *Career Planning Support System* developed from the national field test, 1974-76, consisted of:

Dr. Robert E. Campbell, Program Director, 1974-76

Dr. Warren N. Suzuki
Associate Program Director, 1974

Dr. Richard P. Coatney, Specialist
and Coordinator of Revision, 1974-76

Mr. Harry N. Drier
Associate Program Director, 1974-75

Mr. Paul Shaltry, National Field
Test Coordinator, 1974-76

Dr. Marshall Amesquita, Developer, 1974-76
Ms. Stephanie Butler, Project Secretary, 1974-76
Ms. Carolyn M. Burkhardt, Writer/Developer, 1976
Ms. Noreen Hayes, Developer, 1974
Mr. John Howard, Developer, 1974-75
Dr. H. Lawrence Hotchkiss, Evaluation Specialist, 1975-76
Dr. Ralph J. Kester, Developer, 1976
Ms. Karen Kimmel, Writer/Developer, 1974-75
Ms. Cheryl M. Lowry, Writer/Editor, 1974-76
Ms. Nancy Robinson, Project Secretary, 1976
Dr. John Russel, Developer, 1974-75
Dr. Anna Tso, Developer/Writer, 1974-76

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INTRODUCTION

Once program goals have been selected for implementation by the Steering Committee, CDU instructors will design career development units intended to help students achieve those goals. Since the achievement of those goals is the purpose of your entire program, the instructional and/or counseling methods incorporated into CDUs are critical in the effort to design and implement a career guidance program that works. Each CDU designed should be tailored to the specific needs, age level, and interest of the group for which it is intended. As part of the CDU, the methods should be appropriate for the group and also take into account resources (including people's expertise) available in the school and community. The methods used should contribute significantly to the success of each CDU.

As your school's method specialist, you should begin preparing now to familiarize yourself with as many career development methods as possible. You also should review specific items in the CPSS Program Information File (specified in the procedural section of this guide) in order to learn what resources are available and for what goals you will be recommending methods.

Once the writing of CDUs begins, the CDU instructors will ask you to suggest the best methods to incorporate into each unit. It may require considerable creativity to arrive at interesting, feasible methods within your school's and community's resources. The resource leader should be able to help you learn about available resources. The CDU instructors will have final responsibility for selecting the methods to be used in their CDUs.

In your capacity as a Steering Committee member, you will be expected to assist the committee's review and approval of all CDUs and to recommend improvements if and when it is appropriate. You also will review the CDU evaluation results after they have been implemented.

Your procedures for method analysis begin on the next page.

PROCEDURES

Step 1 Become familiar with as many career guidance methods as possible.

A. CPSS suggests that you read *Career Guidance: A Handbook of Methods* by R. E. Campbell et al. published by C. E. Merrill Publishing Company in Columbus, Ohio. Pay particular attention to the basic types of methods in Chapter 4, to the specific methods in Chapter 8, and to the availability of methods (p. 380) of that book.

B. Read the CPSS documents *Significant Others and Careers* and *Sugar and Spice is Not the Answer.* (These documents may have to be ordered.)

C. Read any other appropriate documents, such as those published by your state department of education, that describe career development programs and various methods and materials.

Step 2 Become familiar with Title IX regulations (86.31, 86.34, 86.36, and 86.42). These are recent federal regulations regarding sex discrimination in the school. A copy of *Final Title IX Regualtions Implementing Education Amendments of 1972, Prohibiting Sex Discrimination in Education* may be ordered from: Office for Civil Rights, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201. These regualtions also appeared in the *Federal Register,* Vol. 40, No. 108 (Wednesday, June 4, 1975).

Step 3 Once resource assessment has been completed, there will be several items in the CPSS Program Information File that you should review.

A. Item 20 should familiarize you with the description and evaluation of existing career development activities.

B. Items 23 and 26-32 describe materials, methods, and services available in the school and community.

Step 4 Once goals have been selected for your new program, review each of them listed on item 50 of the Program Information File.

Step 5 Study the questions in the Method Analysis Checklist in the Appendix of this guide. These questions should be asked when you are assisting with the identification of appropriate career development methods for CDUs or when you, as a Steering Committee member, are reviewing CDUs.

Step 6 At the request of CDU instructors, assist them with the identification and selection of methods most appropriate for specific CDUs. You may find the Method Analysis Checklist in the Appendix helpful in this effort.

Step 7 If any materials/methods proposed in a CDU are not approved during the Steering Committee review, recommend alternate methods/materials for the CDU under consideration.

Step 8 If the CDU evaluation results indicate that changes in methods/materials are necessary, be prepared to recommend alternate methods/materials for the CDUs involved.

NOTE: Your role as methods specialist will be ongoing in becoming familiar with current methods, in assisting CDU instructors, and in reviewing CDUs after they are written and after they are implemented and evaluated.

APPENDIX

METHOD ANALYSIS CHECKLIST

Introduction

The questions listed below are an aid for analyzing career development methods that may be appropriate for use in career development units. Certain questions may not be applicable during the analysis of a particular method. On the other hand, you may not be able to answer specific questions that are applicable for a method because of a deficiency in the information provided on it. Regardless, the risk associated with using a method in a CDU will most likely increase as the answers to applicable questions decrease. In the same vein, the risk also increases as the amount of information that is disfavorable increases.

Evaluation

1. Has the method been evaluated?
   - A. Was the number of students using the method previously adequate?
   - B. What were the characteristics (grade level, sex, etc.) of the students who previously used the method?
   - C. What was/were the setting(s) (classroom, small group, individual counseling, large city schools, neighborhood youth center, etc.) in which the method was previously used?
   - D. How did the performance of students who used the method compare with that of students who did not use the method?
   - E. How recently was the method used?
2. Did the method help students to achieve the stated objectives?
   - A. How was achievement determined? An achievement test? Observation? Self-reporting?
   - B. Are the objectives stated in behavioral (observable and measurable) terms?
3. What were the reactions of faculty/staff to the method during the evaluation?
4. What were the reactions of students to the method during the evaluation?

Applicability

5. How closely do the objectives and goal for the method match those of the CDU?

6. How many more or fewer objectives does the method have than the CDU? What are these?

7. How similar were the students participating in the evaluation of the method to those in your school, especially the students who will participate in the CDU? How do they differ?

8. How similar is the environment in which the method was evaluated to that in which it will be used in the CDU? How do the environments differ?

9. How much time will students in your school need to achieve the desired objectives and goals when using the method?

Feasibility

10. How available is the method?

    A. How much time will it take to acquire the method?

    B. From where must the method be acquired?

    C. Is special permission needed to use the method?

11. Is the method readily usable in the CDU?

    A. What would need to be changed if the method is used in the CDU?

    B. Can the method be modified without significantly affecting its proclaimed effectiveness?

12. How much external assistance is needed to implement the method?

    A. Does the method necessitate in-service or preservice preparation of faculty/staff? Could the preparation be provided by someone in the school, school district, or state educational agency or is someone from outside the school needed?

    B. Does the method come with procedures for self-installation or must someone from outside the school install it?

    C. Is any external assistance needed for maintaining the method?

13. What kind of administrative approval must be acquired from outside the school before the method is installed?

Resources

14. How many and what qualifications would be needed of individuals in the school to operate the method? From the community?